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ABSTRACT

The Orlando Displaced Homemaker Program was developed to assist displaced homemakers in finding career focus and direction, to introduce them to vocational training possibilities, to set realistic work and training goals, and to develop the positive self-concept necessary to carry them out. The project goal was to recruit and provide training, counseling, and placement services to 110 individuals. A total of 210 displaced homemakers participated in all or part of the program, which included 11 monthly two-week courses and 9 one-day workshops. The program had a 94 percent completion rate of those completing the two-week program with 48 percent of the completers obtaining jobs. Of these, 20 percent (12 people) were placed in nontraditional high wage areas. Sixteen people entered and completed vocational training and are currently employed, and nine people are enrolled in degree-seeking programs. Services provided through the program include daytime and evening classroom instruction, outreach workshops, individual and group counseling activities, campus visits to career development centers and vocational education programs, development of staff liaisons with the business community, and needs assessments of minority clients. A study was conducted to identify high-wage jobs and employment projections for the area, and the findings were used as a basis for recommendations for improving the program. (Appendixes include data on program participants and program outcomes, workshop agendas, correspondence pertaining to and materials from the courses and workshops, results of the program evaluations, and a report on the study of local employment projections.) (MN)

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ED285044

Final Report

Project No. DVE 482-15170-7-2D08

From July 1, 1986 to June 30, 1987

# Orlando Displaced Homemakers Program

Valencia Community College
Post Office Box 3028
Orlando, Florida 32802

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The project reported herein was conducted pursuant to a grant from the Division of Vocational Adult and Community Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position of policy of the Florida Department of Education.

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## Preface

The Central Florida area continues to experience rapid growth, adding 2,300 new residents daily as documented by the Orlando Chamber of Commerce. With this growth, problems related to employment and the traditional structure of the family have increased. There have been significant increases in the number of divorced women, the number of women living alone, and the number of women who need to work to support their children. There are 14,000 single-parent families in Orange County, according to latest census figures. These single parents have a disproportionately high rate of unemployment, or find themselves in low paying entry-level positions. According to MOHAWC (Metro-Orlando Housing That's Affordable Women's Coalition), these households represent a majority (58%) of the city's low and moderate income and 30% have incomes below the poverty line.

The Orlando Displaced Homemakers Program has enabled these unemployed and underemployed women to recognize and appreciate their self-worth, gain important insights through self-assessment, improve communication and employability skills, and address nontraditional and vocational career options. The program has assisted participants in establishing realistic vocational/educational and job search goals that have enabled them to attain and retain meaningful employment.

Special acknowledgemment must be made of contributions to this project by the Health and Rehabilitative Services' Displaced Homemaker Program, the Job Internship Project, the Nontraditional Options in Training for Employment Project (NOTE), and the Council for Continuing Education for Women of Central Florida, Inc. A number of other community organizations and social service agencies, including We Care, Spouse Abuse, Job Service of Florida, Four-C, Health and Rehabilitative Services, Legal Aid, Orange County Mental Health, The Private Industry Council, JTPA, MOHAWC, and The Christian Service Center have served as linkages and providers of special resources for the program.

## Abstract

The national trend of increasing numbers of single women heading low income households is borne out in Orange and Osceola Counties. Latest census figures list 12,000 female headed households in Orange County alone. These households represent 58% of the city's low and moderate income households, and 30% of these are below the poverty line. This indicates lack of awareness of high wage opportunities in vocational training or nontraditional fields, job and sociological skills without which it is, and will continue tc be, impossible for them to adequately provide for themselves and their children.

In order to interrupt this cycle of poverty, the goal of this project was to assist individuals in finding career focus and direction; introduce students to vocational training possibilities; set realistic work, educational or training goals; and develop the positive self-concept necessary to carry them out.

The objectives of the project were:

1. To recruit 110 displaced homemakers for the program.
2. To target and conduct recruitment in two ethnic or minority communities.
3. To conduct outreach workshops in the two targeted communities.
4. To provide assessment and a structured, 66-hour employability skills course for 110 displaced homemaker students.
5. To present nontraditional career exploration modules to 110 displaced homemakers.
6. To assist 110 displaced homemaker students in setting career goals.
7. To offer employment assistance to participants through an intensive or weekly job support group.
8. To offer career and job retention counseling to participants during their first year of employment.

Grant objectives were achieved through daytime and evening classroom instruction, outreach workshops, individual and group counseling activities, campus visits to career development centers and vocational education programs, staff liasions/contacts with the business community, use of available (especially free) media, needs assessments of minority clients, and use of materials developed by other vocational education grants (e.g., Nontraditional Options in Training for Employment).

Two hundred ten individuals participated in all or part of the program. Eleven monthly two-week courses and nine one-day workshops were conducted. There was a 94% rate of program completion and, due to economic pressure, 48% of course participants sought and were assisted in finding immediate employment. Twenty percent of the job placements were in nontraditional areas. Thirteen percent entered and completed vocational training and are currently employed.

Future recommendations in improved programming are tied to a recent job market survey on vocational training and employment opportunities in the tri

county area. The purpose of the survey (made possible by vocational funds) was to identify high-wage jobs and employment projections for the area, and companies which provide on the job or apprenticeship training (See Appendix G). New and improved linkages with vocational technical schools in our area, particularly Winter Park Vo-Tech, will improve service to the target population.

Since its initiation, the Orlando Displaced Homemaker Program has made a meaningful difference in many lives. As Central Florida continues to grow the need for this service, which provides the basis for economic self-sufficiency through exposure to high wage jobs and vocational/educational career and training opportunities, will be even greater.

## Introduction

This report will highlight the economic condition of single parent/displaced homemakers in the Orlando area as it relates to their ability to support themselves and their children. It will show that training is needed to assist these women in moving out of this cycle of poverty. Awareness of nontraditional high-wage jobs, vocational training, and education options is a necessary part of this awareness. Building confidence, gaining self-knowledge and employability skills is also a component of making sound career decisions which will ultimately lead to self-sufficiency and independence.

According to the latest census figures, there are 14,000 single-parent families in the Orange County area. Of this number, 12,000 are female-headed households created by the death or divorce of a spouse. These households represent a majority (58%) of the city's low and moderate income households and according to MOHAWC (Metro Orlando Housing that's Affordable Women's Coalition), 30% of all Orlando households headed by women have incomes below the poverty line.

The "displaced homemaker" label grew out of the 1970's and was given to an individual whose home and family structure changed from one in which she received financial and emotional support from another to a situation of emotional upheaval and little or no financial support. After death, separation, divorce, or disability of a spouse, this new "head of household" had to provide for herself and her family. Too often, however, she had no skills and little confidence in her abilities. Consequently, she gravitated toward pink- and blue-collar, entry-level positions. The State of Florida statute, which provides funds for training programs to help the displaced homemaker pull her life together, set an age requirement of 35 years or older. However, the problems of the displaced homemaker are situational and not age related.

The HRS-funded Displaced Homemaker Program, offered through the Center for Continuing Education for Women at Valencia Community College, has provided employability skills training and support services for the over 35-year-old population for 10 years. When women over 35 complete the two-week structured program, they are assisted with job placement and training options. The institutional support of this program is an example of the College's commitment to vocational education (See Appendix D-2). During the early years of the program, the Center for Continuing Education for Women conducted a survey to gather information about the needs of displaced homemakers. The statistics gathered indicated that there were many displaced homemakers under 35 years of age. While this group was in great need of the types of services offered in the HRS program, they were not eligible for existing training. In response to the needs of this younger group of women, the vocational education-funded Orlando Displaced Homemaker Program at Valencia Community College was initiated in September 1981.

Statistically, displaced homemakers and single parents have a disproportionately high rate of unemployment, or find themselves in low paying entry level positons. According to the fall 1985 annual survey conducted by the Orlando Sentinel, there are 91,900 single women working in the tri-county area

(Orange, Osceola, and Seminole Counties). Sixty-one percent of these are under 35 and the majority are in low paying entry-level jobs. This program has encouraged these unemployed and underemployed women to recognize and appreciate their self-worth, gain important insight through self-assessment, improve communication and employability skills, and address nontraditional and vocational career options. The program also assists participants in establishing realistic vocational/educational and job search goals and provides support while they are striving to achieve these goals.

The formal objectives of this year's program were: 1) To recruit and provide assessment and a structured 66-hour employability skills course for 110 displaced homemakers, (2) to target and conduct recruitment and workshops in two minority communities, (3) to present nontraditional career exploration modules to 110 displaced homemakers, (4) to assist 110 displaced homemakers in understanding and setting career goals; (5) to offer employment assistance through weekly job support groups and to offer career and job retention counseling to participants during their first year of employment.

This year the program has been marked with increased interest and participation. Through the employability skills classes and various programs and services provided, the project served 210 individuals between July 1, 1986 and June 30, 1987. One hundred nineteen of these were displaced homemakers or single parents. Sixty-seven percent had an income level at or below $10,000 per year. Fifty-five percent had an educational level at high school or below (See Apppendix A-2). Nine one-day employability skills outreach workshops in minority communities were conducted and a six-week evening class for displaced homemakers, who are currently employed in low income jobs and cannot attend daytime classes was held.

All 150 individuals were offered ongoing employment counseling through Job Club, and others were referred to positions available through Job Bank. Job Club was expanded from one to two days a week to better serve students' needs. In addition, those completing the program were invited to participate in a job internship program for the first year of their employment. The internship includes continued counseling as well as monthly job retention and advancement modules (See Appendix D-6). Personal appointments for counseling and resume revisions were available throughout the year.

The program had a 94% rate of completion by students who enrolled. Of those completing the 2-week program, 48% obtained jobs, twelve (20%) of these were in nontraditional high wages areas. Sixteen (27%) of the students completed vocational training and are currently employed. Nine individuals enrolled in degree-seeking programs (See Appendix A-7).

## Methods

A goal of the Orlando Displaced Homemaker Program at Valencia Comunity College is to assist women in attaining independence by increasing their self-awareness, self-confidence, motivation, also, by providing employabilty skills and vocational and educational options so that they can make effective career decisions and establish independence.

The objectives of the project were:

1. To recruit 110 displaced homemakers for the program.
2. To target and conduct recruitment in two ethnic or minority communities.
3. To conduct outreach workshops in the two targeted communities.
4. To provide assessment and a structured, 66-hour employability skills course for 110 displaced homemaker students.
5. To present nontraditional career exploration modules to 110 displaced homemakers.
6. To assist 110 displaced homemaker students in setting career goals.
7. To offer employment assistance to participants through an intensive or weekly job support group.
8. To offer career and job retention counseling to participants during their first year of employment.

1) To recruit 110 displaced homemakers

Recruitment was conducted with informational mailouts to appropriate agencies, area churches, public service media, and interested individuals (approximately 150-200 per month). Speaking engagements, encouragement of graduates to become program advocates, and posters and fliers circulating throughout the community added to that effort (See Appendix B). Linkages with MOHAWC, Health and Rehabilitative Services, Spouse Abuse, and SMILE (Single Mothers In A Learning Environmment) assisted with referrals and planning workshops.

2&3) To target and conduct recruitment in two ethnic minority communities/and to conduct outreach workshops in two targeted communities.

Through commuity linkages, speaking engagements, and needs assessments outreach areas were identified. Nine outreach seminars were conducted in minority areas with high numbers of single parents or displaced homemakers. Monthly one-day employability workshops for residents of the Spouse Abuse Shelter and SMILE programs in Apopka were provided. The workshops included modules on risk taking, value clarification, goal setting, job application forms, interviewing, dressing for the interview and job search, information on JTPA, Job Service of Florida, GED preparation, and local vocational education opportunities was also presented.

4) To provide assessment and a structured 66-hour employability skills course for 110 Displaced Homemaker students.

Eleven structured two-week classes were held monthly this year.

Many participants who entered the program had experienced emotional and economic crisis and lacked self-confidence. To assist the participants in developing a more positive self-image, the first sessions focused on assessing personal strengths and career interests. Preliminary inventories such as the Myers Briggs Type Indicator and the Holland Self-Directed Search were administered during the first module of a two-week 66-hour structured employability skills training course (See Appendix C-1).

The Myers Briggs Type Indicator provided a profile of personality types. An understanding of participants' types helped them choose a career more suitable to their personality and their needs. The Holland Self-Directed Search, a career interest inventory, further helped students explore and identify personality traits and their career interests and strengths. This self-scoring measure gave students an opportunity to learn about a range of careers in which their interests, values, skills and abilities are similiar to people employed in those occupations. Further assisting students in making sound career decisions, personal and professional values were addressed and identified. Together, these inventories and exercises gave participants a concrete way to aid in understanding themselves and their needs and at the same time identify some of the positive qualities about themselves with which they may have lost touch.

In the second segment of the class, students were assisted in conducting career exploration. A career research module was added this year which included a tour of the Valencia career development center. The center has extensive materials available for researching specific careers and training institutions. The instructor and the Valencia career counselor were available to assist students with questions and direction in an effort to help them in setting informed, appropriate training and educational goals.

Students received instruction on a variety of topics (See Appendix C-1). The modules included: Assertive Communication, Job Skills Activites, Application and Resume Writing, Interviewing Techniques, Dressing for the Interview, Decision Making, Goal Planning and Stress Management. This part of the course focused on the practical aspects of the program and built upon the self-awareness developed in the assessment portion.

Emphasis was placed on the job search, especially the interview experience. A "mock interview" was recorded on videotape. A professional interviewer from the business community conducted the interview. The tapes were reviewed by the class, and students offered support and constructive criticism to each other.

5) To present nontraditional career exploration modules to 110 displaced homemakers.

This module was developed through the NOTE project (Nontraditional Option in Training for Employment) and presented as a component of the two-week class/or workshop. Guest speakers from the Bureau of Apprenticeship were also added. The curriculum challenged thinking with regard to traditional roles of men and women in the work force, identified new career options and available vocational on-the-job training, and clarified positives and negatives in pursuing these new options (See Appendix H).

6) To asssist 110 displaced homemakers in setting career goals.

Career goal setting was addressed as part of the classroom curriculum. It was a two-hour module which fell on the ninth day in order to take full advantage of all previous self-assessment and career/vocational/educational information.

Both long and short term goals were addressed and steps in achieving these goals identified. Time limits were set to encourage individuals in accomplishing these steps along with acknowledging obstacles and ways of overcoming them.

7 & 8) To offer employment assistance to participants through intensive, or weekly job support group. To offer career and job retention counseling to participants during their first year of employment.

This objective was met by coordination and linkage with the Job Internship Project, a sister vocational education program. A Job Bank was developed which served many students by providing initial employment opportunities. Referrals to the Job Bank were made by local employers who had openings in their companies. In addition, job development efforts uncovered positions which were not yet advertised. A weekly Job Club lent additional support and resources to displaced homemakers who needed more assistance in their job search.

After they became employed, the participants were eligible for placement in the Job Internship Project. This one-year internship assisted students who found employment in the private sector. A close alliance was developed between the college and employers. Students earned while they learned. During their internship, they received "on-the-job" counseling and monthly job retention information. This included modules on Advanced Assertive Communication, Career Advancement, as well as Stress and Conflict Management (See Appendix D-6). The internship counselor kept in touch with the employer and employee during this first year on the job. Periodic evaluations were received from the employers. These assisted the students in retaining their jobs and advancing in their careers. Students received a certificate of completion following their internship.

In addition to the structured modules, outreach seminars, and Job Club, coordination with the H.R.S. Displaced Homemaker program allowed students access to additional programs (See Appendices D-1 and D-5). Such programs include Legal Information for Women, Medical Information for Women, Financial Information, Substance Abuse, and Social Services.

Displaced homemakers had a variety of needs that were addressed. Referrals were given when a participant was in need of specialized services beyond college resources. During this grant year, referrals were made to community and governmental agencies. Some included Job Service of Florida, Florida Department of Health and Rehabilitative Services, Private Industry Council, JTPA, Spouse Abuse, Legal Aid, We Care, and Orange County Mental Health.

In cooporation with the University of South Florida, the program's demographic data collection procedures were implemented to more accurately report participant information. Data was collected, assembled, and formally reported to the University as a part of a national pilot program (See Appendix A-1). This volunteer joint effort not only provided information for further study, it assisted in establishing ways to better serve students.

Staff recruited volunteers to promote the program and assist paid personnel in providing client services. Over 250 volunteer hours were logged this year in the form of guest speakers, masters level interns, counselors, interviewers, group facilitators and community liaisons.

This year, the advisory board played a significant role in assisting with increased emphasis on recruiting displaced homemakers and single parents.

The project's advisory board, The Council for Continuing Education for Women (CCEW), was composed of community leaders from throughout the Central Florida area. Officers of the board were:

| | |
|---|---|
| President | Beatrice Ettinger |
| Vice President | Alice MacMahon |
| Secretary | Diane Brown |
| Treasurer | Marilyn Crotty |

Active members of the board included representatives from city governments, banking, Orange County Public Schools, Walt Disney World, prominent members of the minority community, as well as women business owners.

Valencia Community College and the Council for Continuing Education for Women provide staff and funds to ensure the project's success and to continue services for a period of time in the event of an emergency.

Coordination

Displaced Homemakers have a variety of needs that must be addressed. Referrals are given when a participant is in need of specialized services beyond our resources.

- Valencia Community College

Valencia provided a full-time staff psychologist for counseling purposes. The college provided vocational assessment instruments as well as vocational/educational information and career counseling in the Career Resource Centers on East and West Campuses.

Valencia provided administrative leadership.

Valencia provided consumables, offices, classrooms, staff for vocational placement and follow-up personnel as well as office support for a consultant (See Appendix I).

- Council For Continuing Education For Women

CCEW provided a 30-hour-a-week clerical support person to assist with clients' needs.

- Governmental Agencies

Project staff worked closely with Job Service of Florida and Florida Department of Health and Rehabilitative Services.

- Community Organizations and Training Programs

Job Training and Partnership Act

The Orlando Displaced Homemaker program cooperated with VCC and the Orlando business community in a JTPA Title III Dislocated Worker grant. CCEW provided confidence building, vocational assessment, employability skills training while Valencia offered classroom and on-the-job training (through local businesses) to participants in the areas of Horticulture, Hospitality and Office Skills. The local Private Industry Council determined client/student eligibility.

## Results and Findings

The objectives of the project were:

1. To recruit 110 displaced homemakers for the program.
2. To target and conduct recruitment in two ethnic or minority communities.
3. To conduct outreach workshops in the two targeted communities.
4. To provide assessment and a structured, 66-hour employability skills course for 110 displaced homemaker students.
5. To present nontraditional career exploration modules to 110 displaced homemakers.
6. To assist 110 displaced homemaker students in setting career goals.
7. To offer employment assistance to participants through an intensive or weekly job support group.
8. To offer career and job retention counseling to participants during their first year of employment.

The statistical profile of those who attended the classes offered by the program is contained in Appendix A. Of the 210 participants, 119 or 57 percent were displaced homemakers or single parents. Fifty-two percent of program participants gained knowledge of the services available by newspaper or social service agencies. Of the 137 individuals who began the 66-hour employability skills course, 129 or 94 percent successfully completed the course, including modules on nontraditional careers and goals setting, employability skills and self-assessment (See Appendix A). Ninety percent were female, and 10 percent were male; of the total, 56 percent of participants were under age 35. The 44 percent who were over 35 included women who were displaced homemakers or whose marriage was in crisis and men who were chronically unemployed.

Obtaining job skills and subsequently entering the job market afforded these students independence and the assurance that they could support themselves and their families.

Sixty-six percent of the participants were female single heads of households, over 50 percent with children needing support. Nineteen percent were minorities and 81 percent were Causcasian. Many had few or no job skills, and little confidence. Sixty-seven percent had income below $10,000 per year and 51 percent had education at high school level or below.

Of those completing the two week course, 59 students (46 percent) were placed in jobs, and 21 students (16 percent) returned to school. Nine students were enrolled in vocational-technical degree-seeking programs at Valencia or Seminole Community College; 16 were enrolled in short-term certificated programs at Valencia. Of those 16, 15 completed the programs and were placed in jobs. Of the 59 job placements, 12 or 20 percent were placed in nontraditional jobs, including horticulture, security, and lab technology.

The 208 students who attended programs benefited from the group support and friendship. This bonding helped draw out some members and provided emotional support during the difficult time of transition. For many, the idea that they were not alone was a source of encouragement and motivation to move in a new direction.

Nine monthly one-day workshops were presented to individuals staying in the Spouse Abuse shelter and SMILE (Single Mothers In A Learning Environment) programs. The majority of these women were minorities with no source of income and young children to care for. The interviewing skills, job search techniques, value clarification, and goal setting were modules which presented concrete tools to help them move with confidence and hope toward self-sufficiency.

The experimental six-week evening class (See Appendix C-2) was successful and will be implemented again.

The Job Club provided ongoing support for the students who had not found employment during the 66-hour class. At weekly meetings, students were not only informed of new opportunities, but also helped to analyze the successes and failures they had experienced the previous week. In addition, the group support served as a needed motivator to continue their job hunt and interviewing activities.

Sixty-five students participated in the Job Internship Project. This year-long program provided support and education toward the goal of job advancement and retention (See Appendix D).

Thirty-one students requested and received individual counseling sessions beyond the intake and career counseling that was part of the structured class.

Through counseling, classroom activities, referral, and group support most of the students developed increased self-confidence in their abilities and were able to set goals. At least 88 percent of the participants set career employment and/or training goals by the end of the 66-hour course. The theme that was evident in all evaluations was a sense of self-confidence, direction and pride in accomplishment (See Appendix E).

## Conclusions

The project was successful in meeting its eight formal grant objectives and in continuing to provide high quality service to displaced homemakers and single parents.

The emphasis needs to continue moving in the direction of linking career focus and direction, employability skills, and confidence building with high wage vocational training areas. Staff are currently moving to bring the program more on task; i.e., making more direct linkages with neighboring vocational schools. The advantage of having the job market survey that identified high wage jobs; employment projections for the area (in labor market or apprenticeship need); companies which provide on-the-job or apprenticeship training; and vocational programs which provide training programs related to their identified labor needs (See Appendix G), will strengthen the program in 1987-88.

The conclusions continue the trend from previous years; recommendations include areas that need to be addressed more fully. They are:

1. High wage vocational/nontraditional options are a viable means for moving displaced homemakers/single parents from low income, poverty level jobs to self-sufficiency.
2. In this population individuals need to improve their self-concept and gain confidence to risk changes.
3. Goal setting is necessary to help motivate and guide these individuals to make changes.
4. Employability skills training for displaced homemakers who have been out of the job market is necessary to assist them in obtaining placement after training.
5. Continued support services are necessary to encourage individuals in moving toward their goals and to assist with job retention and progression.
6. A strong community network of referral linkages is an important component of the program.

## Recomendations for Improved Services

1. Continued focus and emphasis toward linking our participants with high wage vocational technical programs in an effort to bring our program more on task.
2. Additional refinement automation of data collection and summation procedures.
3. Continued advocacy for child care, transportation, and tuition funds for participants.
4. Scheduling additional evening classes for participants who are currently working survival jobs.
5. Increased use of volunteers to continue providing quality service and enlarge the scope of what can be done.
6. Increased employer contacts to open more doors for program participants.
7. Additional speakers from the local business community provide creditable, current information.
8. Entrepreneurship and nontraditional employment goal exploration should continue to be encouraged.
9. Need to further identify more high wage jobs and companies which provide on-the-job training.
10. Continued counseling support for individuals who need additional career or personal counseling sessions.
11. Improved recruitment efforts in reaching displaced homemakers.

____ Single Parent/Homemaker
____ Displaced Homemaker
____ Single Parent
____ Sex Equity

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**REPORTING FORM: PARTICIPANTS**

Period of this report July 1, 1986 - June 30, 1987

| | Number | Percent |
|---|---|---|
| 1. Sex | | |
| a. Female | 187 | 90% |
| b. Male | 21 | 10% |
| TOTAL | 208 | 100% |
| 2. Age | | |
| a. 17 and under | 6 | 3% |
| b. 18-21 | 6 | 3% |
| c. 22-24 | 15 | 7% |
| d. 25-34 | 89 | 43% |
| e. 35-44 | 50 | 24% |
| f. 45-54 | 32 | 15% |
| g. 55-64 | 10 | 5% |
| h. 65 or older | 0 | 0% |
| TOTAL | 208 | 100% |
| 3. Race/Ethnicity | | |
| a. White | 168 | 81% |
| b. Black | 33 | 16% |
| c. Hispanic | 7 | 3% |
| d. Native American | 0 | 0% |
| e. Asian or Pacific Islander | 0 | 0% |
| f. Other | 0 | 0% |
| TOTAL | 208 | 100% |
| 4. Total number of dependents | | |
| a. 0 | 97 | 46% |
| b. 1 | 51 | 24% |
| c. 2 | 41 | 20% |
| d. 3 | 14 | 7% |
| e. 4 | 3 | 2% |
| f. 5 | 2 | 1% |
| g. 6 or more | 0 | 0% |
| TOTAL | 208 | 100% |
| 5. Number of dependents age 0-5 | | |
| a. 0 | 136 | 65% |
| b. 1 | 53 | 25% |
| c. 2 | 18 | 9% |
| d. 3 | 1 | 0% |
| e. 4 or more | 0 | 0% |
| TOTAL | 208 | 100% |

| | | Number | Percent |
|---|---|---|---|
| 6. | Number of dependents age 6-18 | | |
| | a. 0 | 125 | 60% |
| | b. 1 | 40 | 19% |
| | c. 2 | 34 | 16% |
| | d. 3 | 8 | 4% |
| | e. 4 | 1 | 1% |
| | f. 5 | 0 | 0% |
| | g. 6 or more | 0 | 0% |
| | TOTAL | 208 | 100% |
| 7. | Number of dependents age 19 or older | | |
| | a. 0 | 187 | 90% |
| | b. 1 | 10 | 5% |
| | c. 2 | 7 | 3% |
| | d. 3 or more | 4 | 2% |
| | TOTAL | 208 | 100% |
| 8. | Displaced homemaker and marital status (Participants answered either a or b, not both.) | | |
| | a. Displaced homemaker status (have worked primarily in the home) | | |
| | 1) Divorced | 53 | 45% |
| | 2) Separated | 54 | 45% |
| | 3) Widowed | 7 | 6% |
| | 4) Married, spouse disabled | 2 | 2% |
| | 5) Married, spouse long-term unemployed/dislocated | 0 | 0% |
| | 6) Loss of public assistance | 0 | 0% |
| | TOTAL | 115 | 100% |
| | b. Marital status | | |
| | 1) Married, spouse present | 53 | 60% |
| | 2) Married, spouse absent | 2 | 2% |
| | 3) Single, with children | 4 | 5% |
| | 4) Single, without children | 26 | 29% |
| | 5) Divorced | 2 | 2% |
| | 6) Separated | 1 | 1% |
| | 7) Widowed | 1 | 1% |
| | TOTAL | 89 | 100% |
| 9. | Female head of household | | |
| | a. Yes | 137 | 66% |
| | b. No | 71 | 34% |
| | TOTAL | 208 | 100% |
| 10. | Education | | |
| | a. 1-8 years | 0 | 0% |
| | b. 9-11 years | 11 | 5% |
| | c. High school graduate or equivalency | 103 | 50% |
| | d. Post high school 38 | 18% | |
| | e. A. A. | 20 | 10% |
| | f. B. A. | 31 | 15% |
| | g. M. A. | 5 | 2% |
| | h. Vocational education skills | 0 | 0% |
| | TOTAL | 208 | 100% |

| | Number | Percent |
|---|---|---|
| 11. Skills training in the last 5 years | Not Available | |
| a. Yes | | |
| b. No | | |
| 12. Current annual household cash income from all sources | | |
| a. Less that $5,000 | 82 | 39% |
| b. $5,000-$10,000 | 58 | 28% |
| c. $10,000-$15,000 | 37 | 18% |
| d. $15,000-$20,000 | 10 | 5% |
| e. $20,000-$25,000 | 13 | 6% |
| f. $25,000 or more | 8 | 4% |
| TOTAL | 208 | 100% |
| 13. Source of income | | |
| a. Salary | 48 | 23% |
| b. Spousal support | 55 | 26% |
| c. Child support | 38 | 18% |
| d. AFDC | 27 | 13% |
| e. Other public assistance, not AFDC | 32 | 15% |
| f. Social Security | 11 | 5% |
| g. Food stamps | 50 | 24% |
| h. Medicaid | 25 | 12% |
| i. Other | 55 | 26% |
| TOTAL* | 341 | 162% |
| 14. Employment history | Not Available | |
| a. Years spent as homemaker with no substantial employment outside the home | | |
| 1) 0-1 | | |
| 2) 2-5 | | |
| 3) 6-10 | | |
| 4) 10 or more | | |
| TOTAL | | |
| b. Years paid part-time employment | | |
| 1) 0-1 | | |
| 2) 2-5 | | |
| 3) 6-10 | | |
| 4) 10 or more | | |
| c. Years paid full-time employment | | |
| 1) 0-1 | | |
| 2) 2-5 | | |
| 3) 6-10 | | |
| 4) 10 or more | | |
| TOTAL | | |
| d. Type of work | | |
| 1) Managerial/administrative | | |
| 2) Professional/technical | | |
| 3) Sales | | |
| 4) Clerical | | |
| 5) Skilled trades/craft worker | | |

*Total may equal more than 100 percent because participants responded to all items that applied.

| | Number | Percent |
|---|---|---|
| 6) Operative | | |
| 7) Service worker | | |
| 8) Not applicable, have not worked outside the home | | |
| TOTAL | | |

15. Supportive services required

| | Number | Percent |
|---|---|---|
| a. Child care/dependent care | 30 | 14% |
| b. Tuition assistance | 119 | 57% |
| c. Transportation | 0 | 0% |
| d. Training stipend | 0 | 0% |
| e. Books | 0 | 0% |
| f. Instructional support | 208 | 100% |
| g. Referral to other agency | | |
| 1) Legal services | 25 | 12% |
| 2) Health services | 10 | 5% |
| 3) Social service agency | 35 | 17% |
| 4) Child support enforcement | 3 | 1% |
| 5) Vocational rehabilitation | 10 | 5% |
| 6) Job service | 208 | 100% |
| 7) Substance abuse agency | 8 | 4% |
| 8. Domestic violence program | 15 | 7% |
| 9) Other | 15 | 7% |
| TOTAL* | 673 | 329% |

16. How did participant hear about the program?

| | Number | Percent |
|---|---|---|
| a. Newspaper | 62 | 30% |
| b. TV | 0 | 0% |
| c. Radio | 28 | 13% |
| d. Poster/brochure | 23 | 11% |
| e. Friend/relative | 38 | 18% |
| f. Social service agency | 46 | 22% |
| g. Educational institution | 10 | 5% |
| h. Other | 1 | 1% |
| TOTAL | 208 | 100% |

*Total may equal more than 100 percent because participants responded to all items that applied.

_____ Single Parent/Homemaker
_____ Displaced Homemaker
_____ Single Parent
_____ Sex Equity

OFFICE USE ONLY

## REPORTING FORM: SUMMARY OF PROGRAM ACTIVITIES

Period of this report through 2-87

| Service | Category* | Number of Contact Hrs./Cost | Number of Participants |
|---|---|---|---|
| 1. Job Search orientation | 0 | 2 | 129 |
| 2. Introductions bonding exercises | 0 | 1 | 129 |
| 3. Individual Personal counseling | PC | 1 | 143 |
| 4. Administer MBTI/ Present presentation | AT | 3 | 148 |
| 5. Administer/interpret Holland Self Directed search | AT | 2 | 148 |
| 6. Value Clairification | AT | 1 3/4 | 156 |
| 7. Trip to V.C.C. Career research center | CEC | 3 | 129 |
| 8. Nontraditional career presentation | CEC | 1 | 129 |
| 9. Job Bank/Job Hunting Techniques Presentation | CEC | 1 1/2 | 172 |
| .0. Presentation of Educational options | CEC | 1/2 | 136 |
| .1. Assertive Communication Training | LSD | 4 | 136 |
| .2. Goal Setting | LSD | 2 | 180 |
| .3. Dressing for the interview | LSD | 1 1/2 | 180 |
| .4. Decision making | AT | 2 | 136 |
| .5. Rational Thinking (RET) | LSD | 1 1/2 | 136 |

| Service | Category* | Number of Contact Hrs./Cost | Number of Participants |
|---|---|---|---|
| 6. Women's owned business | CEC | 1/2 | 136 |
| 7. Resume preparation | PEP | 5 | 144 |
| 8. Proper phone skills, Job application forms, cover letters | PEP | 3 | 180 |
| 9. Interviewing skill | PEP | 3 | 180 |
| 0. Mock interview experience | PEP | 5 | 136 |
| 1. How to keep a job | PEP | 1/2 | 180 |
| 2. Stress management | LSD | 2 | 136 |
| 3. Job Club | JDP | 3 | 136 |
| 4. Film "Pack your own Chute" | LSD | 1 | 136 |
| 5. Personal Presentations | 0 | 1 | 136 |
| 6. Legal seminar | LSD | 2 1/2 | 4 |
| 7. JTPA, Job service information | R | 1/2 | 180 |
| 8. Housing, medical, legal counseling and single support group referrals | R | 1/4 | 87 |

## Summary of Clients Served

Total Number Served _____ 208

Displaced Homemakers/ Single Parents _____ 119

Number of Starters for 2 week class _____ 137

Number of Completers _____ 127

of those who completed course work:

Number of Job Placements _____ 59

Number of NonTraditional Job placements _____ 12

Vocational Training Placements _____ 16

Completion of Vocational Training _____ 15

Educational Placement _____ 9

Appendix A-8

**INTAKE FORM**
**CENTER FOR CONTINUING EDUCATION FOR WOMEN**
**VALENCIA COMMUNITY COLLEGE**

FOR OFFICE USE:
CCEW only _____ NOTE _____
DH - 35 _____ CBOW _____
S.P. _____ DH + 35 _____

DATE _____

NAME _____ SOCIAL SECURITY # _____
First Middle Last

ADDRESS _____ _____
Street Address City Zip Code County

TELEPHONE # (Daytime) _____ (Evening) _____

THIS INFORMATION IS NOT A CRITERIA FOR ELIGILIBILITY.
ALL OF THE FOLLOWING INFORMATION IS CONFIDENTIAL BUT NECESSARY TO ASSIST YOU.

1. Age _____

BIRTHDAY _____
MO. DAY YEAR

HOW DID YOU HEAR ABOUT THIS PROGRAM?

_____

2. EDUCATION COMPLETED (circle one)
1 2 3 4 5 6 7 8 9 10 11 12 13 15

3. GED _____
H.S. Diploma _____
Post H.S. _____
A.A. Degree _____
Bachelor's _____
Master's _____
Voc-Ed. skill _____
Other skill area _____

4. Female _____
Male _____

5. RACE:

White _____
Hispanic _____
Black _____
American Indian/ _____
Alaskan Native _____
Asian American/ _____
Pacific Islander _____

6. MARITAL STATUS

Divorced _____
Widowed _____
Married _____
Never married _____
Separated _____
Disabled Spouse _____
Pending Separation _____

7. TOTAL NUMBER OF CHILDREN: _____

Ages _____ _____ _____ _____ _____ _____

Living with you: _____

8. ARE YOU EMPLOYED: yes no

Full-time _____
Part-time _____
Seeking job _____

9. APPROXIMATE INCOME:

Less than $5,000/yr. _____
Between $5-10,000 _____
Between $10-15,000 _____
Between $15-20,000 _____
Between $20-25,000 _____
over $25,000 per yr. _____

10. TYPE OF INCOME:

Earned from work _____
AFDC _____
Social Security _____
Disability _____
Unemployment _____
Veteran's Benefits _____
Insurance _____
Child Support _____
Alimony _____
Interest from savings _____
Food stamps _____
MEDICAID _____
Other _____

11. ARE YOU A FEMALE HEAD OF HOUSEHOLD? _____

12. HAVE YOU HAD ANY TRAINING IN THE LAST 5 YEARS?

_____ IN WHAT? _____

CIVIC OR VOLUNTEER EXPERIENCE, HOBBIES AND INTERSTS

_____

_____

_____

CONTINUING EDUCATION INTERESTS AND GOALS (Tell us what your thoughts are of your future, definite plans you may have, and how we can help you.)

_____

_____

_____

EMPLOYMENT AND TRAINING PLANS

1. Do you plan to work full time? _____ Part time? _____

2. Are you interested in further training? Yes _____ No _____

DISPLACED HOMEMAKER

I have worked in my home and was formerly dependent on family members for support and am no longer so supported.

_____ _____

Signature Date

SINGLE PARENT

I am unmarried or legally separated from a spouse and have a minor child/children in my or joint custody.

_____ _____

Signature Date

Check if you need information, referral, or assistance in:

_____ Child/dependent care
_____ Housing
_____ Food
_____ Clothing
_____ Mental Health
_____ Health Care
_____ Social service agency
_____ Legal services
_____ Child support enforcement
_____ Transportation
_____ Tuition assistance
_____ Training stipend
_____ Books
_____ Instructional support

## Job Search

Client follow-up form

Name _____ Date _____

Class # _____

Reason for visit _____

Center for Continuing Education for Women
at Valencia Community College
190 South Orange Avenue, P.O. Box 3028, Orlando, Florida 32802
Telephone (305) 843-4260 or 423-4813

September 1, 1986

TO: Social Service Organizations Serving Orange and Seminole Counties

FROM: Orlando Displaced Homemaker Programs
Virginia Stuart, Manager
Sheri Murphy, Coordinator, Job Search Project

RE: Job Search Seminar

Valencia Community College's Center for Continuing Education for Women, is offering a 60-hour job search training course for men or women who are unemployed or underemployed. The course provides:

- Self-assessment and career exploration.
- Resume writing, including a personalized, printed resume.
- Job application techniques.
- Job interview techniques.
- Effective communication skills.
- Job placement information.
- Follow-up assistance during the first year of employment.

This program will take place once a month, and a schedule of classes is enclosed for your convenience.

The course will take place at the Displaced Homemaker Center, 423 East Pine Street, Orlando. To sign up any referrals for the course, call Valencia Community College for Continuing Education for Women, at 299-5000, extension 3200, 843-4260, or 422-7534.

SM/la



an equal opportunity institution

190 South Orange Avenue, P.O. Box 3028, Orlando, Florida 32802
Telephone (305) 843-4260 or 423-4813

Center for Continuing Education for Women
at Valencia Community College

August 25, 1986

NEWS FOR IMMEDIATE RELEASE

30 sec. Public Service Announcement

Contact:

Virginia Stuart
Manager
Displaced Homemaker Programs
422-7534 or 843-2388

Valencia Community College's Center for Continuing Education for Women, is offering a 60 hour job search training course for men or women who are unemployed or underemployed. The course will focus on personality and career assessment with both long and short term career planning. Job placement assistance, as well as a one year job-internship follow-up program from staff is included in the program.

To sign up call Valencia Community College Center for Continuing Education for Women, at 299-5000 extension 3200, 843-4260, or 422-7534.

SM/la

VALENCIA
COMMUNITY COLLEGE

# MEMORANDUM

October 6, 1986

TO: Lucy Boudet-Ciary

FROM: Sheri Murphy SM

RE: NEWS FOR IMMEDIATE RELEASE

The following news item is available for immediate release to the media and newspapers :

Valencia Community College's Center for Continuing Education for Women, is offering a 60 hour job search training course for men or women who are unemployed or underemployed. The course will focus on personality and career assessment with both long and short term career planning. Job placement assistance, as well as a one year job internship follow-up program from staff is included in the program.

The next class begins on October twentieth, running through until October thirty-first.

To sign up call Valencia Community College Center for Continuing Education for Women, at 299-5000 extension 3200, 843-4260, or 422-7534.

/la
cc

VALENCIA
COMMUNITY COLLEGE

# MEMORANDUM

May 20, 1987

TO: Lucy Boudet-Clary

FROM: Sheri Murphy

RE: News for Immediate Release

The following news item is available for immediate release to the media and newspaper:

The Center for Continuing Education for Women at Valencia Community College is offering a 66 hr. Job Search course. The program is designed for those under 35 who are separated, widowed, divorced or single parents. Others interested in attending are welcome on a space available basis.

The program will focus on self-assessment, career exploration, and employability skills. Job placemenet assistance, as well as a one year job internship follow-up program are included.

The class begins June 8, running through June 19 daily from 9:00 a.m. to 3:00 p.m., Monday through Friday.

To sign up call Valencia Community College North Center at 628-1976.

# SOAR INTO A GREAT FUTURE

The opportunity you have waited for is about to start!

We have reserved a space for you in the next JOB SEARCH class.

This employability skills training will provide you with:

- IDEAS FOR CAREER DIRECTION
- ASSISTANCE IN WRITING YOUR RESUME
- TECHNIQUES FOR JOB INTERVIEWING
- CLARIFICATION OF WORK VALUES

Call 628-1976 to confirm your reservation.

Enrollment will be limited!

AN INTAKE APPOINTMENT IS REQUIRED.

Class is held at: 1010 Galloway Dr.
Winter Park, FL 32789

Intake appointments
February 26 or 27
Starts at 9:00 a.m.
finished approx. 12:00 p.m

First day of class begins
Mon. March 2nd 9:00-3:00

Class meets daily 9:00-
3:00 March 2, 3, 4, 5, 6,
9, 10, 11, 12, 13

April 28, 1987

We want to personally invite you to take part in our next job skills seminar from May 11 to May 22. We have your name in our file, but if you would like to sign up for the course, please let us know by phone, * 628-1976 so we can sign you up for an intake appointment on May 7 or 8th.

The course will spend a few days on personality and career assessment, with both long and short term career planning. We help you write your resume and then have it printed for you. We will help you rehearse for the job interview and also spend time talking about effective communication. Job placement assistance is also provided. The job internship is the final part of our program and consists of a one-year follow up from our staff in case you have questions or problems with the new job.

So, if you are unemployed, underemployed, are thinking about a career change or re-entering the job market, give us a call. Take two weeks to think about yourself and your future. Feel free to give us a call if you have and questions.

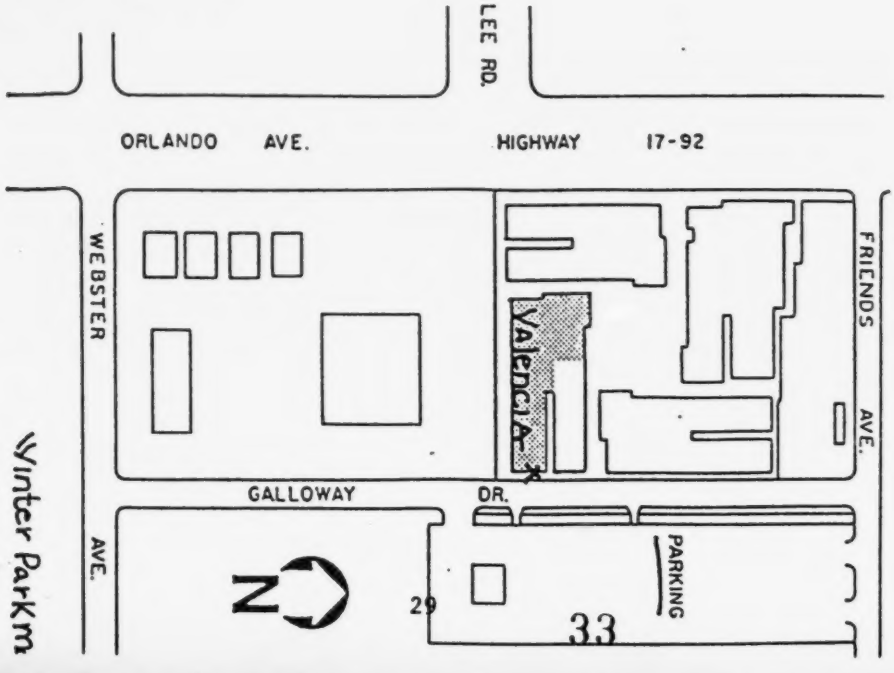
Looking forward to meeting you.

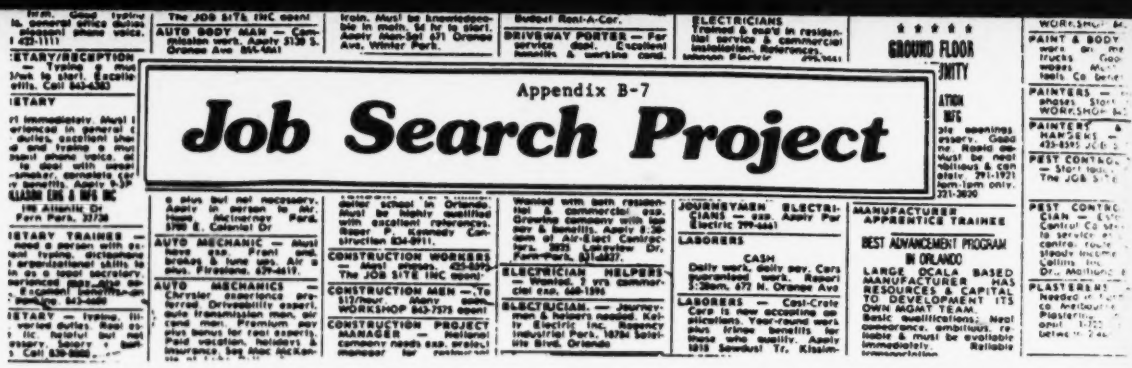
Sincerely,

Sheri Murphy

Sheri Murphy

P.S. Our next class begins June 8th. Orientation will be held on 4th and 5th of June.





Appendix B-7

# Job Search Project

ARE YOU A SINGLE HEAD OF HOUSEHOLD?

UNDEREMPLOYED, UNEMPLOYED, OR CHANGING CAREERS?

WHAT — A program is being offered to assist you with career focus, direction and employability skills.

WHERE — The two week class is offered once a month and held Monday through Friday from 9:00 to 3:00 P.M. at the Valencia North Center 1010 N. Orlando Avenue, Winter Park.

WHEN — This program is especially designed for single parents and under 35 separated, widowed, or divorced persons. Others who are interested will be accepted on a space available basis.

THE TWO WEEK JOB SEARCH COURSE INCLUDES:

- SELF ASSESSMENT
- SELF ESTEEM BUILDING
- CAREER EXPLORATION
- RESUMES AND JOB APPLICATIONS
- INTERVIEWING TECHNIQUES
- EFFECTIVE COMMUNICATIONS
- COMMUNITY INFORMATION
- JOB SEARCH ASSISTANCE
- JOB RETENTION INFORMATION

FOR FURTHER INFORMATION ABOUT THE NEXT JOB SEARCH CLASS CALL 628-1976.

**Center for Continuing Education for Women at Valencia Community College**



BEST COPY AVAILABLE

Displaced Homemaker Center
423 E. Pine Street
Orlando, FL 32801
299-5000, Extension 3200

Appendix C-1

# JOB SEARCH PROJECT

Class Schedule
Class #35
Date: 9-15 to 9-26

| | MONDAY 9/15 | TUESDAY 9/16 | WEDNESDAY 9/17 | THURSDAY 9/18 | FRIDAY 9/19 |
|---|---|---|---|---|---|
| 9:00 | INTRODUCTIONS<br>VALUES | FILM: "PACK YOUR OWN CHUTE" | VOCATIONAL/EDUCATIONAL<br>CAREER RESEARCH ↓ | WOMEN'S BUSINESS OWNERSHIP: NON-TRADITIONAL CAREERS<br>JOB BANK | INTERVIEWING<br>SKILLS |
| 12:00 | | | | | |
| 1:00 | MEYERS BRIGGS | HOLLAND SELF-DIRECTED SEARCH | ASSERTIVENESS I | ASSERTIVENESS II | DRESSING FOR THE INTERVIEW |
| 5:00 | | | | | |

| | WEEK TWO<br>MONDAY 9/22 | TUESDAY 9/23 | WEDNESDAY 9/24 | THURSDAY 9/25 | FRIDAY 9/26 |
|---|---|---|---|---|---|
| 9:00 | RESUMES ↓ | MOCK INTERVIEWS ↓ | COVER LETTERS<br>JOB APPLICATIONS<br>PHONE SKILLS | PROBLEM SOLVING | EVALUATIONS<br>GRADUATION!!! |
| 12:00 | | | | | |
| 1:00 | | | STRESS MANAGEMENT | FINAL CAREER GOALS | POT LUCK LUNCH! |
| 3:00 | | | | | |

**Job Search Six-Week Evening Seminar**
**February 26 through April 9**
**6:00 p.m. - 9:00 p.m.**
**Valencia North Center**

**February 26**

- Registration
- Welcome and introductions
- Value clarification
- Skills identification
- Myers Briggs personality inventory administration

**March 5**

- Myers Briggs interpretation - your personal results
- Holland career interest inventory
- Career research

**March 12**

- Introduction to assertiveness
- Techniques & role playing

**March 26**

- The Interview

- Dressing for the interview
- Non-verbals
- Application forms

**April 2**

- Resumes - What/How to
- Writing a resume

**April 9**

- Problem solving & decision making
- Goal setting - long & short term

**April 16**

Job Club

- Job search skills
- Job enhancement/rention skills
- Job leads

Appendix C-3

JOB SEARCH PROJECT - DISPLACED HOMEMAKER UNDER 35

CLASS SCHEDULE 1986-1987

**Class #33**
Intake and Assessment: July 11 and 12
Class: July 14-20
Orientation to Job Club: July 23
Job Club: Every Tuesday, 9 - 11:00 a.m.

---

**Class #34**
Intake and Assessment: August 7 and 8
Class: August 11 - 22
Job Club: August 25, every Tuesday 9 - 11:00 a.m.

---

**Class #35**
Intake and Assessment: September 11th & 12th
Class: 15th - 26th
Orientation to Job Club: 9-30
Job Club: Every Tues. 9:00 - 11:00

---

**Class #36**
Intake and Assessment: October 17 and 18
Class: October 20 - 31
Orientation to Job Club: November 3
Job Club: Every Tuesday, 9 - 11:00 a.m.

---

**Class #37**
Intake and Assessment: November 7 and 8
Class: November 10 - 21
Orientation to Job Club: November 25
Job Club: Every Wednesday, 9 - 11:00 a.m.

---

**Class #38**
Intake and Assessment: 1-5 & 1-6
Class January 1-8-
Orientation to Job Club:
Job Club: Every Wednesday, 9 - 11:00 a.m.

---

**Class #39**
Intake and Assessment: February 6 and 7
Class: February 9 - 20
Orientation to Job Club: February 25
Job Club: Every Wednesday, 9 - 11:00 a.m.

---

**Class #40**
Intake and Assessment: February 26
Class: February 26 - April 6
Evening Class
Job Club: April 16

---

**Class #41**
Intake and Assessment: April 17 and 18
Class: April 20 - May 1
Job Club: May 6, Every Wednesday, 9 - 11:00 a.m.

Class # 42 Intake and Assessment: May 7 and 8
Class: May 11 - May 22
Job Club: May 27, Every Wednesday, 9 - 11:00 a.m.

---

Class #43 Intake and Assessment: June 4 and 5 -
Class: June 8 - 19
Job Club: June 24, Every Wednesday, 9 - 11:00 a.m.

Job Club held Tuesday at Pine Street Center, 9 - 11;00 a.m.
Wednesday at the North Center, 9 - 11:00 a.m.

VALENCIA
COMMUNITY COLLEGE

# MEMORANDUM

TO: Carla and Sheri

FROM: Ginny

SPOUSE ABUSE PROGRAMS

July 1, 1986 - June 30, 1987

7/9/86
8/13/86
9/10/86
10/8/86
11/12/86
1/15/87
2/12/87
3/12/87
4/9/87
5/14/87
6/11/87

Let's use the above schedule.

New person to contact at Spouse Abuse is Rainey Rouse.

# DISPLACED HOMEMAKER PROGRAM
## SUPPORT GROUPS
## CLASS 100

| | | | |
|---|---|---|---|
| Friday, April 18 | 3:30 p.m. | Medical Information | Dr. Schechter |
| Monday, April 21 | 3:30 p.m. | Today's Job Market | Kattie Adams |
| Tuesday, April 22 | 3:30 p.m. | Woman as Own Manager | Sheri Murphy |
| Wednesday, April 23 | 8:30 a.m.<br>2:30 p.m. | Dress for Interview<br>Financial Management | Virginia Stuart<br>Virginia Stuart |
| Thursday, April 24 | 3:30 p.m. | Time Management | Virginia Stuart |
| Friday, April 25 | 3:30 p.m. | Woman as Own Manager | Sheri Murphy |
| Monday, April 28 | 8:30 a.m.<br>3:30 p.m. | Grooming<br>Substance Abuse | Christine Shakar<br>Sally Moore |
| Tuesday, April 29 | 3:30 p.m. | Legal Information | Nancy Weber |
| Wednesday, April 30 | 3:30 p.m. | Social Services | Virginia Stuart |
| Thursday, May 1 | 3:30 p.m. | Woman as Own Manager | Sheri Murphy |
| Friday, May 2 | 10:00 a.m. | GRADUATION | |

Displaced Homemakers +35 - Training through 3/31/87

* = those funded by DH grant funds for training classes

| | |
|---|---|
| Joann Alderdice | Typing |
| Sandra Rizzo | Interior Design & Drafting - SCC |
| *Betty Clark | Word Processing - Westside Vo-Tech |
| | Filing |
| *Barbara Hawkins | MOA, Winter Park Adult Vocational |
| Carole Stuck | Computer School - SCC |
| Christina Du Sault | Computers - Mid Florida Tech |
| Ann Baxter | Typing - Winter Park Adult |
| Evie Smith | Data Processing and DBase, VCC |
| Bonnie Hugret | Attending DBCC |
| Anita Cranford | English - Winter Park Adult |
| Suzanne Newman | CARECO Hospitality Course |
| Lois Rooney | Accounting - Ft. Myers Business Academy |
| Noralyn Anderson | Graphic Arts - VCC |
| *Patricia Boles | Typing |
| Beverly Ann Hersey | All Points School of Travel |
| *Carolyn Patmon | Word Processing - Orlando Vo Tech |
| Joanne Piercy | SCC degree program |
| Sandy Faber | SCC degree program |
| *Shirley Swanson | UCF degree program (senior) |
| | *Mid-Florida Tech courses - word processing |
| Myra Lynch | Demetree School of Real Estate |
| Hollis Johnson | Median School of Al. Health |
| Carol Fenner | Money Management - Rollins College |
| Lillian Dauphine | SCC degree program |
| Brenda Buck | VCC - Hospitality |
| *Sheila Snavely | Word Processing - Orlando Vo Tech |
| Patricia Bailer | JTPA Training - VCC |
| Jane Milan | Mid-Florida Tech |
| Phyllis Goff | JTPA Training - VCC |
| *Laura Calmet | Travel Agent - Mid Fl. Rech |
| Grace Jackson | JTPA Training - VCC |
| *Barbara Morgan | Word Processing - W.P. Adult |
| *Suzanne Brown | VCC degree program, *Business Owners Workshop |
| Alva O'Donoghue | Typing/computer classes |
| Paul Orlando | JTPA Training - VCC |
| Danna Kaufman | Word Processing = W.P. Vocational |
| Linda Gilliam | SCC degree program |
| Linda Mason | Surgical Tech - Orlando Vo Tech |
| Barbara Ward | Orlando Vo Tech |
| Carol Lucore | Orlando Vo Tech |
| Marion Priggee | JTPA Training - VCC |
| Carol Smith | Institute of Florida Real Estate |
| *Beverly Bradley | Sun Bank Univ./VCC Word Processing; *Evans Adult - Typing |
| Joan Traub | JTPA Training - VCC |
| *Barbara McCoy | Word Processing - Mid-Fl. Tech |
| Carol Rewis | Computer Training for the Disabled - VCC |
| Joyce Davis | JTPA Training - VCC |
| *Josephine Heinzman | JTPA TRaining - VCC; *Word Processing - Winter Park Adult |
| Florence Mosier | JTPA TRaining - VCC |
| Beverly Horanic | JTPA Training - VCC |
| Marilyn Davidson | JTPA Training - VCC |
| Millie Borenstein | JTPA Training - VCC |
| *Joyce Patten | Reese Institute of Massage Therapy |

Page 2 - DH +35 Training

| | |
|---|---|
| *Judy Minter | Literacy Training |
| *Valerie Masters | Accounting - Winter Park Adult |
| *Kathleen Keller | Accounting Clerk - Mid-Fl Tech |
| *Judy Rowland | Basic Programming & Accounting - W.P. Adult |
| *Linda Smith | Office Clerk/Typing - W.P. Adult |
| *Sandra Matheney | F.O.P. - Mid-Fl Tech |
| *Susan King | Bank Teller - Orlando Vo-Tech |

Appendix D-4

DISPLACED HOMEMAKER QUARTERLY REPORT

District VII
Quarter 3

Project Orlando Displaced Homemaker Program

| A. Client Data: | Qtr 1 | Qtr 2 | Year to Date Sub-Total | Qtr 3 | Year to Date Sub-Total | Qtr 4 | Year To |
|---|---|---|---|---|---|---|---|
| 1. Clients Served | 244 | 108 | 352 | 292 | 644 | | |
| 2. Age Levels | | | | | | | |
| a. 35-44 | 100 | 43 | 143 | 179 | 322 | | |
| b. 45-54 | 91 | 35 | 126 | 71 | 197 | | |
| c. 55+ | 53 | 30 | 83 | 42 | 125 | | |
| Total | 244 | 108 | 352 | 292 | 644 | | |
| 3. FA Clients Served | 41 | 12 | 53 | 23 | 76 | | |
| 4. Clients Employed (clients Placed) | 38 | 30 | 68 | 40 | 108 | | |

| B. Service Data: | Estimated Clients To Be Provided | Qtr 1 | Qtr 2 | Year to Date Sub-Total | Qtr 3 | Year to Date Sub-Total | Qtr 4 | Year To |
|---|---|---|---|---|---|---|---|---|
| 1. Clients In | | | | | | | | |
| a. Education | 168 | 58 | 19 | 77 | 34 | 111 | | |
| b. Employment Services | 204 | 67 | 66 | 133 | 43 | 176 | | |
| c. Financial Management | 144 | 55 | 35 | 90 | 47 | 137 | | |
| d. WFHC | 180 | 43 | 13 | 56 | 28 | 84 | | |
| e. Job Counseling | 336 | 234 | 226 | 460 | 298 | 758 | | |
| f. Job Placement | 120 | 38 | 30 | 68 | 40 | 108 | | |
| * g. Job Training | 100 | 23 | 25 | 48 | 42 | 90 | | |
| | **Estimated Units to Be Provided** | **Qtr 1** | **Qtr 2** | **Year to Date Sub-Total** | **Qtr 3** | **Year to Date Sub-Total** | **Qtr 4** | **Year To** |
| 2. Units In | 2184 | 726.75 | 210.5 | 937.25 | 551.5 | 1488.75 | | |
| a. Education | 636 | 155 | 174 | 329 | 121 | 450 | | |
| b. Employment Services | 400 | 95 | 52.25 | 147.25 | 105.25 | 252.5 | | |
| c. Financial Management | 180 | 88 | 25 | 113 | 52 | 165 | | |
| d. WFHC Personal Health | 2700 | 1842 | 1423 | 3265 | 2720 | 5985 | | |
| e. Information | 8640 | 3330.75 | 1420.25 | 4751 | 2479 | 7230 | | |
| f. Job Counseling | 120 | 39 | 30 | 69 | 42 | 111 | | |
| g. Job Placement | 2000 | 552 | 616 | 1168 | 650 | 1818 | | |
| h. Job Research | 100 | 24 | 25 | 49 | 44 | 93 | | |
| i. Job Training | 600 | 263 | 76 | 339 | 115 | 454 | | |
| j. Outreach | 300 | 108 | 77 | 185 | 128 | 313 | | |
| k. Assessment | | | | | | | | |

# MAY AT THE ORLANDO DISPLACED HOMEMAKER PROGRAM

**423 E. PINE STREET, ORLANDO, FLORIDA 32801**
**422-7534 or 843-2388**

**MONDAY, MAY 11th**
**7:00 - 9:30 p.m.**

## STRESS MANAGEMENT

Topics to be covered will be:

1. Stress and Grief - and how to deal with it.
2. The Turnaround - how to develop momentum in management of personal stress. Learn your individual rhythm.

This stress management program will provide a time to learn and a time to share.

Presenter: Ginny Stuart

* * * * *

**MONDAY, MAY 18th**
**1:15 - 3:15 p.m.**

## MEET THE TEMPS

Temporary employment services representatives will present their specific opportunities to all who attend this special program. Come and be informed of the many job openings available. You can work around your special needs in many different jobs. Plan to attend if you aren't employed.

Temporary service representatives from ADIA, Healthforce, Personnel Pool and Today's Temporaries

* * * * *

**TUESDAYS, MAY 19th and 26th**
**7:00 - 9:30 p.m.**

## BOOSTING YOUR SELF-ESTEEM OR LIKING YOURSELF MORE

This two-part esteem building workshop will help you to understand and improve the way you feel and think about yourself. Activities involving group participation will be the focus of the sessions.

Come and learn some skills that can help you appreciate yourself!

Presenter: Jane Doe

Appendix D-6

## JOB INTERNSHIP PROGRAM OUTLINE

1st MONTH.....Contact with Intern and Employer
Congratulations Letter
JIP Agenda

Second Thought Syndrome
Points to Ponder
So You Did Get the Job.....What's Next?
Habits to Annoy Your Boss
Career Wardrobe
Professional Dress Code

2nd MONTH.....Self-Assessment and Evaluation
Do Your Work Habits Measure Up?
Employee Rating Scale -
Questionnaire

3rd MONTH.....Problem Solving and Decision Making
Productive and Non-Productive Problem Solving
Decision Making Process
D.E.C.I.D.E.

4th MONTH.....Assertiveness Skills
Checklist for Assertive Behavior
Developing Assertive Rights - A Specific Situation
Characteristics of Assertive and Non-Assertive Persons
Bill of Rights
Six Assertive Techniques
Characteristics of Doris Doormat, Agatha Agressive, etc.
Summary of Communication Skills
Comparison of Non-Assertive, Assertive and Agressive Behavior

5th MONTH.....Stress
Self-Evaluation - Stress Symptom Checklist
Coping with Stress
Repertory of Coping Techniques
Glazer-Stress Control Life-Style Questionnaire
Questionnaire

6th MONTH.....Goals
The Basics of Good Goals
My Goals Worksheet
Life/Career Goal Setting Worksheet
Planning and Setting Goals Worksheet
Goal-Setting: Overcoming Fears
Specific Goals Worksheet

7th MONTH.....Attitudes
If You Think.....Poem
You Tell on Yourself
I Choose
The Station
Self-Image
*Women and Cocaine

8th MONTH.....Interpersonal Relationships
Avoiding Arguments
Criticism - How to Analyze and Respond
Minimum Human Relations Standards
How Well Do You Listen
Positive Interpersonal Communication
Questionnaire

9th MONTH.....Financial Management
Financial Terms to Know
Record Keeping
Resources/Where To Go For Help
Financial Net Worth Worksheet
Goals Worksheet
Action Plan Worksheet

10th MONTH.....Time Management
The Raw Material of Life
Time Management Problem Areas
Time Wasters/Time Extenders
* Ten Ways To Fall Back In Love With Your Job

11th MONTH.....Personal and Professional Growth
Upward Momentum - Career Pathing Management
Antidotes to Toxic Living
Central Florida Education Guide
The Correct Way to Ask for a Raise
Winners and Losers
Rating the Job: Personal Priorities

12th MONTH.....*.**Completion Letter
Certificate
JIP Program Evaluation
Employer Certificate

*New
***New Unit.....Health and You - added at 12th Month

# COURSE EVALUATION

## JOB SEARCH PROJECT

Name of Course _____ Date _____

Instructor _____ Number of Sessions Attended _____

1. Please use the rating system that follows to evaluate the two-week program:

   a) In terms of HELPFULLNESS to you:

   1 2 3 4 5 6 7

   not helpful — moderately helpful — very helpful

   b) In terms of TIME (two weeks) spent on program:

   S A L

   too short — adequate — too long

---

2. Please rate each class activity:

| ACTIVITY | HELPFULLNESS | | | | | | | TIME | | |
|---|---|---|---|---|---|---|---|---|---|---|
| WORK VALUES INVENTORY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| MYERS-BRIGGS INVENTORY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| DEALING WITH ANGER | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| HOLLAND SELF-DIRECTED SEARCH | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| IRRATIONAL THINKING (RET) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| ASSERTIVENESS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| CAREER RESEARCH ACTIVITIES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| NONTRADITIONAL CAREERS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| JOB BANK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| GOAL SETTING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| INTERVIEWING SKILLS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| DRESSING FOR THE INTERVIEW | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| RESUME WRITING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| STRESS MANAGEMENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| RELAXATION | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |

Appendix E-2

| ACTIVITY | HELPFULLNESS | | | | | | | TIME | | |
|---|---|---|---|---|---|---|---|---|---|---|
| MOCK INTERVIEWS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| INDIVIDUAL PROJECT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| INDIVIDUAL PRESENTATIONS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| TELEPHONE SKILLS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| MOVIE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| DECISION MAKING /PROBLEM SOLVING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| KEEPING THE NEW JOB | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |
| PERSONAL COUNSELING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | S | A | L |

3. Please suggest additional ideas or information which you think would be helpful to include in the two-week program:

4. Other comments:

I really enjoyed the whole class. I can't think of any big changes I would have. It was very helpful to me and I feel it was instrumental in my making many changes in my personal life. Shari is a great instructor - it is obvious she cares very much about us.

- Other comments: I'm very sorry it is over! I will definitely recommend such a program! (i

4. Other comments:

This class was so beneficial! I was very depressed and felt totally unimportant; now I feel the outlook is brighter and I have more self-assurance.

This class should be advertised more widely.

Other comments:

Thank you all for helping me find myself. I know I will succeed with your help.

God Bless you!

Linda Ramos

it was very impressed . . by what is offered will be able to refer those who have the time in their direction very supportive very helpful very informative

PLEASE LIST WAYS IN WHICH YOUR IDEAS, ATTITUDES, SKILLS, ACTIONS HAVE CHANGED AS THE RESULT OF YOUR PARTICIPATION IN THIS COURSE:

more confident when looking for a job this course has helped me.

LEASE LIST WAYS IN WHICH YOUR IDEAS, ATTITUDES, SKILLS, ACTIONS HAVE CHANGED 3 THE RESULT OF YOUR PARTICIPATION IN THIS COURSE:

I feel like I understand the world of working people. now I also can feel out a application in full detail

PLEASE LIST WAYS IN WHICH YOUR IDEAS, ATTITUDES, SKILLS, ACTIONS HAVE CHANGED AS THE RESULT OF YOUR PARTICIPATION IN THIS COURSE:

Have a more positive attitude
Feel I will be able to make it own on my own, & believe I can find a job when I go back home

Other comments:

The course was very helpful to me in the realm of motivation, planning and goal setting - my chief reasons for undertaking the program.

The staff does an outstanding job making students feel very secure, comfortable, and self confident

I hope my thoughts will be valuable for you. I also type as I think so if something is unclear, I apologize. I really thank you so much for all the effort and time that has been put into this class for me personally and the hundreds of people who have come before me and will come after me. I was so confused as to what to do with the rest of my life I really don't know if I would have ever got back on track if it had not been for this class. Sheri Murphy was a wonderful facilitator. I have great respect for her and what she is giving to this community. I only hope once I am done completing my education to prepare me for the future I will be able to give back to the people of Orlando ½ of what she is giving right now. I look forward to voluteering at the DHC anyway I can to repay you for what you have given me.

Appendix F-1

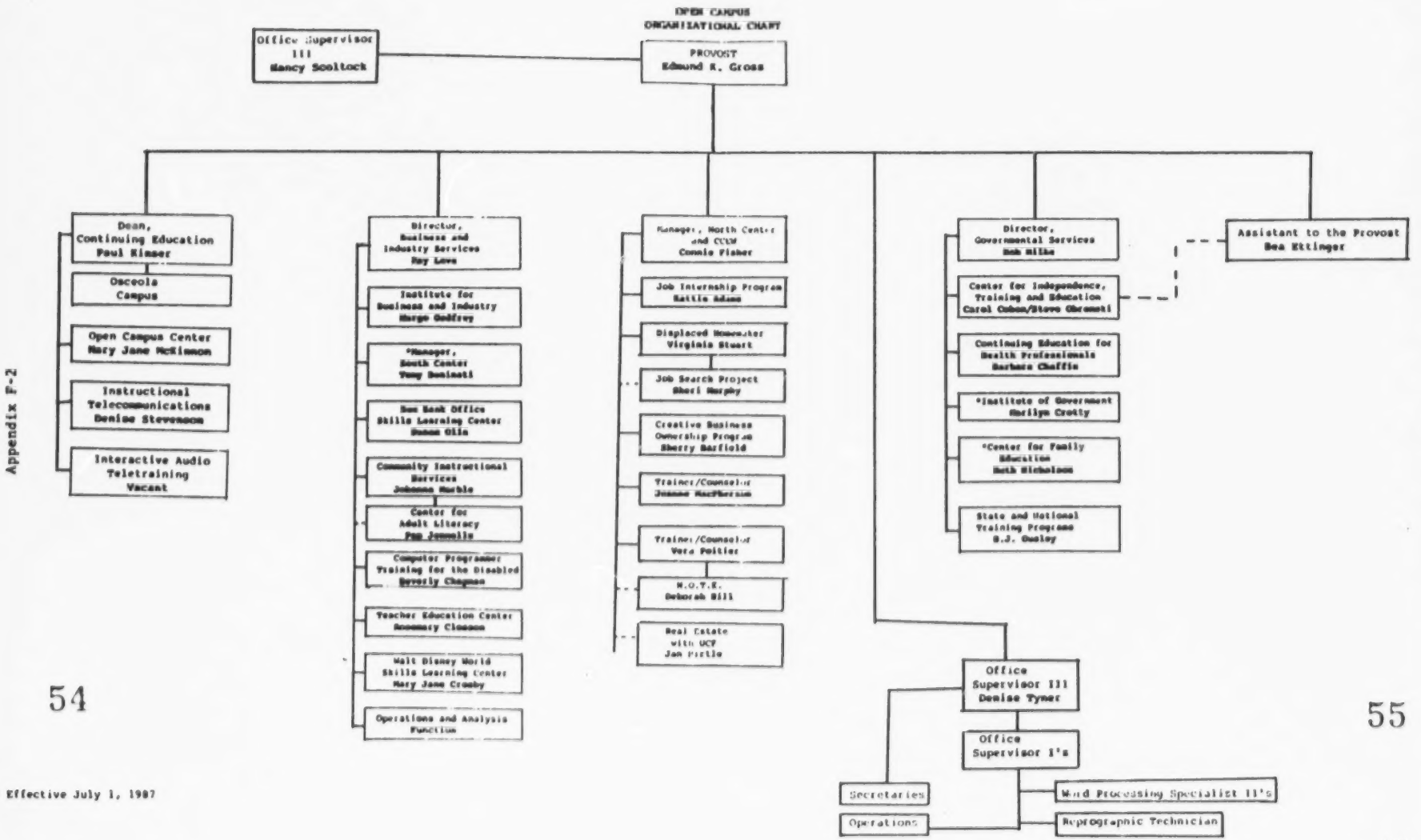
**VALENCIA COMMUNITY COLLEGE**
**OPEN CAMPUS**
**JOB DESCRIPTION**

**POSITION TITLE:** Project Assistant - Orlando Displaced Homemaker Program

**POSITION DESCRIPTION:** A part-time position funded from May 8, 1987 - June 30, 1987. Primary responsibility is to research vocational training and employment opportunities in Orange, Osceola, and Seminole Counties.

**DUTIES:**

1. Establish linkages with vocational-technical schools, colleges and universities, and employment-related agencies.
2. Survey vocational education training programs.
3. Identify high wage jobs and employment projections for the tri-county area.
4. Identify companies that provide on-the-job or apprenticeship training.
5. Report demographics of students enrolled in Valencia's A.S. degree programs.

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* Effective July 1, 1987

1/87

BEST COPY AVAILABLE

# IDENTIFICATION OF HIGH WAGE JOBS
# AND
# ASSOCIATED TRAINING PROGRAMS
# IN
# ORANGE & OSCEOLA COUNTIES, FLORIDA
# (REGION 19)

INTRODUCTION

The decade of the 1980's has brought great change to the state and, in particular, to the Central area. According to the Florida Trend Yearbook 1987, "Florida's staggering growth over the past few years has seemed like a marathon. While most regions of Florida have paced themselves, Central Florida has been running toward the finish line at breakneck speed."[1] This rapid growth trend is particularly visible in population growth, employment levels and economic development. "From 1981 to 1986, Central Florida's population soared 23.6%."[2] "Central Florida's population growth strongly outpaced the statewide rate between 1981 and 1986. Osceola County had the region's biggest increase in population, 49.2%."[3] The rate of population growth in Orange County was a healthy 20.0%.

Employment levels blossomed in 1986 when over 32,000 new jobs were created in the tri-county, Orange-Osceola-Seminole, area. "Employment growth is projected to be solid in 1987, although not quite matching 1986 levels. Orlando ranks 13th in annual employment growth throughout the nation."[4] "The number of people employed (in Central Florida in) 1986 was up 9.4% over 1985."[5] The unemployment rates in Orange and Osceola Counties were 5.1% and 5.3% respectively in September, 1986.

Economic development has paralleled population growth and employment level increase in Central Florida, especially in Orange and Osceola Counties. "Overall, tourism traffic has increased 10% in Central Florida. Feeding off the tourist traffic is the region's retail sector. Sales in the Orlando area up 17% over 1985..."[6] Following the influx of tourists are many new corporations. "In 1986, Orange and Seminole Counties had more than 80 corporation relocations or expansions."[7] In addition to tourism and retail growth, Orange and Osceola Counties show increases in high tech and electronics businesses in both the research and manufacturing areas. Commercial construction has also been strong but is

expected to slow in 1987. Residential construction, particularly single-family homes should do well because of continued low mortgage rates and strong population growth.

From this brief look at the Central Florida economic picture, it is clear that a broad variety of jobs exist in the area along with a population of potential workers to fill the vacancies. The gap between the supply of jobs and the demand for workers can be bridged by adequate training of the labor force to fill the empty jobs.

In an effort to assure the economic success of workers, it is desirable to identify the high wage jobs available in Central Florida, especially by Orange and Osceola Counties (Region 19) that are served by Valencia Community College. Training programs for these higher paying jobs can then be identified. This information has two important uses. First, it makes it possible to refer clients seeking training for employment to programs that will prepare them for a position with some assurance of future economic success. Second, it reveals gaps in the local training opportunities for these higher paying jobs. This information can be used for planning of new programs to fill the gaps.

## METHODOLOGY AND RESULTS

To identify the average wage earned by workers employed in all job categories in Orange and Osceola Counties, the current (May 4, 1987) Supply and Demand Listing was obtained from the Labor Market Information Coordination Committee, Occupational Information System In Tallahassee. This information, also referred to FLOIS (Florida Labor Occupational Information System) data, includes the total projected openings for 1989 and 1994, the average current wage and the total potential supply of workers based on current enrollments in public and private training programs. It should be noted that demand is based on vacancies created by death, retirement and expansion and does not include those

created by turnover. Further, the wage figures included in the FLOIS data are the average earned by all workers for each job title and do not represent the entry level wage.

The Supply and Demand Listing was reviewed to identify appropriate entries to be included in the calculation of the average wage figure. The following items were omitted from consideration:

1. duplicate listings of job titles
2. job titles for which the project average annual openings were zero or SUPPRESS (except in two instances were additional research indicated that such job titles should be included)
3. job titles for which at least a four year college degree is required.

These omissions left 439 different selected job titles for which there is a projected demand and which can be obtained with less training that a four year college degree. The individual wage information for these 439 job titles was then totaled and divided by the total number of jobs to give an average wage of $5.41 per hour. All 439 job titles were given equal weight in calculation with no consideration given to the comparative projected demand for each job. That is, the wage for job titles with a project demand of one employee per year were included once in the total as was the wage for job titles with a projected demand of 100 employees per year. The calculation of the average wage is further described in TABLE 1.

To determine those selected job titles which would be considered higher paying jobs, a second value was calculated which is 10% higher than the average wage. This is the average higher paying wage for selected job titles and is $5.95 per hour. The calculation of the average higher paying wage is further described in TABLE 2.

The average higher paying wage was then compared to the FLOIS data for each of the selected 439 job titles and a list of 128 job titles with wage values greater than or equal to the average higher paying wage of $5.95 were compiled. These 128 job titles are the higher paying jobs which can be obtained without a four year college degree, for which there is a projected demand in Orange and Osceola Counties and for which the average wage is at least 10% higher than the average wage for all workers in the selected job titles. These job titles and wages figures are listed in TABLE 3.

Public and private training programs were then identified for the 128 higher paying job titles. The types of training include certificate programs, Associate of Science program, apprenticeships and on-the-job traiing. When no local training programs exist for a job title, this was also noted. The entry requirements, duration and cost were also identified for each program. Sample entry requirements for various programs may incldue a high school diploma or GED, entrance exam, demonstration of physical ability and/or an interview. The programs range in duration from 6 weeks to 6 years. The costs of the various training programs may include tuition, books, enrollment fee, tools, and/or materials. Some of the training programs are paid for by employers or are provided by the employer at no cost to the employee. Some training programs allow an employee to earn a wage during both the classroom and field portions of training. In addition, funding for classroom training for economically qualified students at vocational schools can be provided by the Private Industry Council. Many of the training programs are accredited and make students eligible to receive financial aid in the form of Pell Grants and Guaranteed Student Loans. There are two kinds of apprenticeship programs included - those offered by union organizations and those offered by non-union organizations. The union apprenticeship programs may also include the cost of the union dues that range from $0 to $300 per year depending on the union and the training program. A listing of the training program providers is contained in TABLE 4.

A card file was prepared by job title according to the order established in Table 3. It lists the job title, wage, training program provider, duration of the program, entry requirements and cost. The training program providers include public institutions, private institutions, trade organizations and private businesses which conduct classroom training or on-the-job training. In addition to the private on-the-job training opportunities listed in this report, the Private Industry Council maintains a revolving list of more than 250 employers which provide on-the-job training with funding from the PIC for economically qualified employees. In preparation of the card file, when more than one training program is available for the job title, the information for each program is listed on a separate card.

In the course of this research, three pre-employment or pre-training programs were identified. The purpose of these programs is to help the client identify the career area for which she or he is best suited and to provide background in employability skills to help assure successful completion of trainig and maintenance of a job. These programs include:

1. Center for Continuing Education for Women at Valencia Community College
2. HRS' Displaced Homemakers Program, 423 East Pine Street, Orlando, Florida
3. JOBS - Job Opportunities Basic Skills, McCoy AFB 8434 Avenue C, Orlando, Florida 32812

SUMMARY

The 128 jobs paying a wage 10% higher than the average wage were identified from FLOIS data. A listing of training programs in Orange and Osceola Counties for these higher paying jobs was then compiled. The listing includes the program provider, the duration of the training program, the entry requirements and the cost of the training.

TABLE 1. Calculation of Average Wage per Selected Job Title

| | | |
|---|---|---|
| Total wage values for selected job titles / Total number of selected job titles | = | Average Wage Per Selected Job Title |

TABLE 2. Calculation of Average Higher Paying Wage

| | | |
|---|---|---|
| Average wage per selected job title X 110% | = | Average Higher Paying Wage |

TABLE 3. Higher Paying Job Titles and Hourly Wages

| | | |
|---|---|---|
| 1. | Production Clerks | $5.98 |
| 2. | Community Organizations Worker | 7.53 |
| 3. | Funeral Attendant | 7.03 |
| 4. | Dental Hygienist | 8.33 |
| 5. | EEG Technicians | 6.66 |
| 6. | Radiological Technicians & Nuclear Medicine | 7.00 |
| 7. | Licensed Practical Nurses | 6.39 |
| 8. | Histological Technicians | 7.33 |
| 9. | Registered Nurses (A.S.) | 9.03 |
| 10. | All Other Professionals - Engineering Model | 6.90 |
| 11. | Mechanical Engineering Technicians | 6.83 |
| 12. | Tile Setters | 6.62 |
| 13. | Line Installers, Repairers | 7.16 |
| 14. | Trouble Shooters, Powers Line | 6.37 |
| 15. | Tapers (Dry Wall) | 6.29 |
| 16. | Plasterers | 7.29 |
| 17. | Electric Motor Repairers | 8.85 |
| 18. | Electrical Instrument Repairers | 9.29 |
| 19. | Instrument Repairers | 8.81 |
| 20. | Instrument Makers | 7.01 |
| 21. | Watch Makers | 6.12 |
| 22. | Control Room Operators, Steam | 7.50 |
| 23. | Stationary Boiler Firers | 6.01 |
| 24. | Tool & Die Makers | 8.21 |
| 25. | Structural Steel Worker | 6.83 |
| 26. | Reinforcing Iron Worker | 10.69 |
| 27. | Jewelers/Silversmiths | 8.86 |
| 28. | Air Traffic Controllers | 8.56 |
| * 29. | Sound Recording and Reproduction Technicians | 6.56 |
| 30. | Mortgage Closing Clerk | 7.23 |
| 31. | Credit Analysts | 6.10 |
| 32. | Underwriters | 8.92 |
| 33. | Insurance Investigators | 7.03 |
| 34. | Special Agents, Insurance | 6.82 |
| 35. | Claims Examiners, Property & Casualty | 8.46 |
| 36. | Claims Adjuster | 6.76 |
| * 37. | Travel Counselor, Auto Club | 6.14 |
| 38. | Audiovisual Specialists | 8.19 |
| 39. | Traffic Technicians | 8.19 |
| 40. | Paralegal Personnel | 6.32 |
| 41. | Technical Assistants, Library | 6.01 |
| 42. | Title Examiners/Abstracters | 7.01 |
| 43. | Agricultural Inspector | 6.59 |
| 44. | Computer Programmer | 8.87 |
| 45. | Clerical Supervisors | 6.05 |
| 46. | Emergency Medical Technicians | 6.83 |
| 47. | X-ray Technicians | 8.15 |
| 48. | Medical Records Librarian | 6.38 |
| 49. | Inhalation Therapists | 7.86 |
| 50. | Photographers | 6.05 |

* Job titles with no potential demand according to FLOIS data

TABLE 3. continued

| | | |
|---|---|---|
| 51. | Boradcast Technicians | $6.38 |
| 52. | Television Camera Operators | 7.43 |
| 53. | Announcers | 6.15 |
| 54. | Cost Estimators | 7.88 |
| 55. | Construction Inspectors | 9.10 |
| 56. | Drafters | 6.26 |
| 57. | Electrical and Electronic Technicians | 7.79 |
| 58. | Coil Winders | 6.46 |
| 59. | Protective Signal Installers/Repairers | 7.40 |
| 60. | Encapsulators (electronics) | 7.85 |
| 61. | Data Processing Machine Mechanics | 7.63 |
| 62. | Refrigeration Mechanics, A/C Mechanics | 8.48 |
| 63. | Industrial Engineering Technicians | 7.72 |
| 64. | Safety Inspectors | 7.72 |
| 65. | Automotive Mechanics | 6.32 |
| 66. | Marine Mechanics/Repairers | 6.42 |
| 67. | Bricklayers | 7.52 |
| 68. | Cement Masons | 6.72 |
| 69. | Carpenters | 6.29 |
| 70. | Electricians | 7.82 |
| 71. | Mobile Home Repairers | 6.45 |
| 72. | Plumbers and Pipefitters | 8.68 |
| 73. | Aircraft Mechanics | 7.94 |
| 74. | Aircraft, Structural Assembler | 7.33 |
| 75. | Diesel Mechanics | 6.50 |
| 76. | Etchers and Engravers | 8.43 |
| 77. | Press Operators, Plate Printers | 7.71 |
| 78. | Plate Makers | 7.59 |
| 79. | Machine Tool Operators | 7.05 |
| 80. | Sheet Metal Workers | 6.48 |
| 81. | Electroplater | 6.82 |
| 82. | Shipfitters | 6.82 |
| 83. | Appraisers, Real Estate | 8.98 |
| 84. | Real Estate Broker | 12.68 |
| 85. | Water Treatment Plant Operators | 6.28 |
| 86. | Corrections Officers &/or Jailers | 6.65 |
| 87. | Police Officers | 8.52 |
| 88. | Police Detectives | 8.93 |
| 89. | Police Patrolmen or Women | 6.31 |
| 90. | Bailiffs | 8.67 |
| 91. | Sheriffs | 6.06 |
| 92. | Firefighters | 6.10 |
| 93. | All Other Managers | 7.00 |
| 94. | Heavy Equipment Operators | 6.00 |
| 95. | Engineering Equipment Mechanics | 6.46 |
| 96. | Railroad Car Repairers | 6.31 |
| 97. | Millwrights | 6.30 |
| 98. | Crane Derrick & Hoist Operators | 6.30 |
| 99. | Employment Interviewers | 6.30 |
| 100. | Furniture Upholsterers | 8.51 |

TABLE 3. continued

| | | |
|---|---|---|
| 101. | All Other Engineering Technicians | 7.00 |
| 102. | All Other Science Technicians | 8.05 |
| 103. | Misc. Machine Operators, Chemical & Allied Prof. | 6.74 |
| 104. | Surveyors | 9.77 |
| 105. | Civil Engineering Technicians | 8.76 |
| 106. | Tool Programmers, Numerical | 7.20 |
| 107. | Dance Instructors | 7.55 |
| 108. | Sports Instructors | 6.06 |
| 109. | Umpires | 6.24 |
| 110. | Train Conductors | 7.91 |
| 111. | Admissions Evaluators | 6.56 |
| 112. | Concrete Rubber | 6.00 |
| 113. | Boilermakers | 8.64 |
| 114. | Locksmiths | 6.57 |
| 115. | Sign Erectors | 9.28 |
| 116. | Setters, Bindery Machines | 6.17 |
| 117. | All Other Bindery Workers | 6.11 |
| 118. | Switchboard Operators, Generating Plants | 10.60 |
| 119. | Installer/Repairer | 9.66 |
| 120. | Cable Installer | 6.37 |
| 121. | Tester | 6.43 |
| 122. | Assemblers | 6.45 |
| 123. | Misc. Machine Operators, Lumber Products | 6.45 |
| 124. | Misc. Machine Operators, Paper Product | 6.83 |
| 125. | Extruder Operator, Rubber or Plastic | 7.60 |
| 126. | Misc. Machine Operators, Stone, Clay & Glass | 7.00 |
| 127. | Impregnators, Electronic | 7.55 |
| 128. | Chauffers | 7.45 |

TABLE 4. Public and Private Trainer Program Providers

1. Valencia Community College
2. Southern College
3. Orlando Vocational Technical Center
4. Winter Park Adult Vocational Center
5. Orlando Masonry Joint Apprenticeship Training
6. Orlando Utilities Commission
7. Florida Power Corporation
8. Central Florida Painters, Dry Wall Finishers and Glaziers Joint Apprenticeship Training
9. Fay Tool & Die
10. Mid Florida Ironworkers Joint Apprenticeship Training
11. Florida Institute for Legal Assisting
12. Mid Florida Technical Institute
13. Orlando College
14. Florida Technical College
15. Osceola County District Schools-Occupational Education
16. Central Florida Computer Institute
17. Westside Vocational Technical Center
18. City of Orlando Independent Joint Apprenticeship
19. Orlando Plumbers & Pipefitters Joint Apprenticeship Training
20. Carpenters District Council of Central Florida Joint Apprenticeship
21. Associated Builders & Contractors Apprenticeship
22. Central Florida Electrical Joint Apprenticeship Training
23. Mid Florida Electrical Contractors Association Apprenticeship
24. Central Florida Sheet Metal Joint Apprenticeship Training
25. UCF Real Estate Institute
26. Osceola Police Academy
27. Central Florida Operating Engineers
28. Peterson Outdoor Advertising Corporation
29. Cablevision of Central Florida
30. Southern Bell Telephone & Telegraph
31. Full Sail Center for Recording Arts
32. Superior Training Services
33. National Training Inc.
34. Systems Technology Institute
35. Career Training Institute
36. Private Industry Council
37. Central Florida Criminal Justice Regional Training Center
38. Martin Marietta Areospace
39. Florida Insurance School
40. Southeastern Academy
41. All Points School of Travel

FOOTNOTES

1. "Orlando Slows Down To Catch Its Breath", Florida Trend Yearbook 1987, Spring 1987, page 97
2. Ibid.
3. Ibid., page 102
4. "87: A Year of Solid Economic Development", Orlando Magazine Annual Growth Issue, April, 1987, page 107
5. "Orlando Slows Down To Catch Its Breath", Florida Trend Yearbook 1987, Spring 1987, page 97
6. Ibid., page 98
7. Ibid.

# PRO'S AND CON'S OF NONTRADITIONAL CAREERS

## OBJECTIVES:

At the conclusion of this module, each participant will be able to:

1. Identify the advantages of non-traditional occupations.
2. List the disadvantages of nontraditional careers.
3. Determine which factors are most important to her/him in making a career choice.

## TIME FRAME:

At least 15 minutes.

## MATERIALS:

Chalkboard, whiteboard or flip chart
Handout: "Pro's and Con's of Nontraditional Careers"
Pencils or Pens

## STEPS:

1. Introduce the module by discussing the fact that all careers have some advantages and disadvantages. Making an informed career choice depends on knowing both the pro's and con's of a specific occupation.
2. Brainstorm advantages and disadvantages of nontraditional careers. (It is anticipated that some prior discussion and identification of nontraditional occupations has taken place.)
3. Using the list generated, ask participants to note which items would personally make a difference to her/him if they were considering a nontraditional career. Additional discussion might include exploring which of the pro's might outweigh the negative factors in their own decision-making.

## EVALUATION:

1. Completion of the brainstorming with a list of pro's and con's.
2. Each participant will have a personalized list noting which factors are most important to her/him.

## PRO'S AND CON'S OF NONTRADITIONAL CAREERS

PRO'S:

CON'S:

SUMMARY OF FACTORS MOST IMPORTANT TO ME:

1. _____
2. _____
3. _____
4. _____

Appendix I

## Orlando Displaced Homemakers Program Funding

| | |
|---|---|
| **Personnel** | $28,500.00 |
| One full-time coordinator<br>One part-time project assistant | |
| **Travel** | 750.00 |
| **Printing** | 350.00 |
| **First Amendment** | |
| **Materials and Supplies** | 900.00 |
| **Second Amendment** | |
| **Personnel** | |
| Consultant | 5,000.00 |
| **Travel** | 500.00 |
| **Materials and Supplies** | 500.00 |
| **Total** | **$36,500.00** |